



| Year 8                 |   |  |   |  |  |  |
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| Subject intent         | We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work. |  |   |  |  |  |
| Subject Implementation | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| Knowledge              | <b>Context</b><br>-Asking how to say and write new words in French<br>-Distinguishing between being and having<br>-Talking about jobs<br>-Talking about what, when, where and why you celebrate<br>-Talking about how people celebrate<br>-What happens and doesn't happen<br><br><b>Grammar</b><br>-il(s)/elle(s) meaning 'it'/'they'  | <b>Context</b><br>-Talking about what you are doing today vs what you did yesterday<br>-Sharing past experiences<br>-People and places in the past<br>-Asking about what happened in the past<br>-Talking about what you do in your free time and where you do it<br>-Talking about parts and wholes<br><br><b>Grammar</b><br>-present vs perfect (with past simple equivalent in English) | <b>Context</b><br>-Talking about nouns you can't count<br>-What is it like?<br>-Saying what you do or did in a typical day<br>-Talking about what groups of people do<br>-Formal and informal situations: -Talking to people you do and don't know<br><br><b>Grammar</b><br>-partitive article (du, de la, des, de l') with uncountable nouns | <b>Context</b><br>-Talking about what you and others do at school<br>-Talking about what you are doing this week and what you do every week<br>-What is it like? -Describing things<br>-Talking about what you can, must, will and want to do<br><br><b>Grammar</b><br>-verbs like choisir (all persons) | <b>Context</b><br>-What is it like?<br>Comparing things<br>-Talking about how groups of people do things<br>-Comparing how people do things<br>-Communicating in other languages<br><br><b>Grammar</b> | <b>Context</b><br>-Communicating in other languages<br>-Talking about the environment<br>-Asking and answering questions about what people did and have done<br><br><b>Grammar</b><br>-verbs like lire (present) (nous, vous, ils/elles) |



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| <p>-intonation (SV), inversion (VS) and est-ce que questions (single-verb structures)</p> <p>-article use with être + profession</p> <p>feminine adjective agreement -rules -x → -se</p> <p>-feminine noun formation rule -eur → -rice</p> <p>-construction rule for numbers 13-31</p> <p>-question word + est-ce que</p> <p>-pronoun 'on' with impersonal meaning 'people, you, one'</p> <p>-construction rule for dates</p> <p>-possessive adjectives (son, sa, ses, notre, nos)</p> <p><b>Vocabulary</b></p> <p>Focus explicitly on some common word patterns between French and English (high-frequency words, and often cognates or semi-cognates with English).</p> <p>-Develop learners' knowledge of word</p> | <p>-past participle formation: faire, dire, -ER verbs (taking avoir)</p> <p>-intonation (SV)</p> <p>questions with question words (present vs perfect)</p> <p>-ce, cet, cette, ces</p> <p>-il y a vs il y avait</p> <p>-intonation (SV) and est-ce que -questions (present vs perfect) (je, tu, il/elle)</p> <p>-negation: ne...pas de (present vs perfect)</p> <p>-prepositions taking de</p> <p>-contraction of definite article after à and de</p> <p>-verbs with à and de before a noun</p> <p>-partitive article for distinguishing between parts and wholes and after 'faire' with sports</p> <p>-quel, quelle, quels, quelles</p> <p><b>Vocabulary</b></p> <p>-Building the verb lexicon</p> <p>-Regular revisiting of Y7 vocabulary for</p> | <p>and unspecified quantities</p> <p>-partitive article de/d' in the negative and with expressions of quantity</p> <p>-boire (je, tu, il/elle)</p> <p>-adverb positioning (single-verb structures)</p> <p>-verbs like sortir (present) (nous, vous, ils/elles)</p> <p>-verbs like venir (present) (nous, vous, ils/elles)</p> <p>-sans + infinitive</p> <p>-vous as formal 'you'</p> <p>-on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'</p> <p><b>Vocabulary</b></p> <p>-Building the verb lexicon</p> | <p>present with future meaning</p> <p>use of definite article with days of the week to express habitual actions</p> <p>plural noun formation rules -au/-eu →aux/-eux and -al →aux</p> <p>plural adjective formation rules no change with -s or -x and -al →aux</p> <p>même(s), autre(s), plusieurs</p> <p>positioning of multiple adjectives</p> <p>adverb placement in two-verb structures</p> <p><b>Vocabulary</b></p> <p>-Revisiting essential verbs in new contexts (ALLER)</p> | <p>-feminine adjective agreement rules -l → -lle and -n → -nne</p> <p>-comparative forms of adjectives</p> <p>-verbs like prendre (present) (nous, vous, ils/elles)</p> <p>-comparative forms of adjectives and adverbs</p> <p>-verbs like entendre (present) (je, tu, il/elle)</p> <p>-verbs like lire (present) (je, tu, il/elle)</p> <p>-verbs like écrire (present) (je, tu, il/elle)</p> <p>-tout, toute, tous, toutes</p> <p>-verbs like entendre (present) (nous, vous, ils/elles)</p> <p><b>Vocabulary</b></p> | <p>-verbs like écrire (present) (nous, vous, ils/elles)</p> <p>-present vs perfect (with past simple and present perfect equivalent in English)</p> <p>-inversion (VS)</p> <p>questions (perfect) specified vs unspecified times in the past</p> <p>-adverb placement (present vs perfect)</p> <p>-past participle formation: verbs like prendre, dit, fait, bu, eu</p> <p>-intonation (SV) and est-ce que questions in the perfect (did? vs have/has?)</p> <p>-intonation (SV)</p> <p>questions with question words (perfect)</p> <p><b>Vocabulary</b></p> <p>-Text exploitation to extend vocabulary, aid recognition of</p> |
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|                       | <p>families (i.e., parts of speech connected by a common, semantically-related stem).</p> <p>-Essential verbs are revisited in new contexts (ÊTRE, AVOIR)</p> <p>-Number construction 13-31</p>                  | <p>consolidation</p> <p>-Words with multiple meanings are taught cumulatively</p> <p>-Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</p> <p>-Consolidation of question words and question formation</p> | <p>-Regular revisiting of Y7 vocabulary for consolidation</p>  | <p>-Building the verb lexicon</p> <p>-Mixed word sets</p> <p>-Question words</p>   | <p>-Regular revisiting of Y7 vocabulary for consolidation</p> <p>-Y8 vocabulary revisited throughout in different contexts</p> <p>-Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts</p> | <p>cognates, and learners' knowledge of word families</p>  |
| <b>Skills</b>         | <p>-Use and agree adjectives with masculine and feminine nouns</p> <p>-Understand patterns and use feminine noun formation</p> <p>-Identify language patterns</p>  | <p>-Develop forming/answering a range of questions</p> <p>-Be able to use both the Present and the Past (Perfect tense) with increased confidence and accuracy</p>   | <p>-Be able to talk about your typical day in the Present and the Past</p> <p>-Be able to identify specific words in Listening tasks with increased accuracy</p> | <p>-Skim texts for gist</p> <p>-Recognise and answer several questions with increased accuracy, using a range of question words</p>                                | <p>-Understand longer passages from one topic with less repetition</p> <p>-Be able to make comparisons using comparative forms of adjectives and adverbs</p>   | <p>- Understand a range of instructions, questions and short phrases</p> <p>-Pick out a series of phrases at near normal speed (Listening)</p>                       |
| <b>Subject Impact</b> | <p>-Continue to make more detailed sentences</p> <p>-Being able to communicate about jobs, celebrations and how people celebrate, selecting and classifying a range of adjectives and possessive adjectives.</p> | <p>-Combine the Present and past (Perfect )tense.</p> <p>-Being able to decode Qu'est-ce-que/Est-ce-que questions, including question words.</p>   | <p>-Use the partitive article: "some"</p> <p>-Use "de" after quantities</p> <p>-Use predictions to help with challenging listening passages.</p>                 | <p>-Use plural adjective formation</p> <p>-Being able to position multiple adjectives in a sentence</p> <p>-Being able to place adverbs in two-verb structures</p> | <p>-Be able to use essential verbs in new contexts</p> <p>-Demonstrate skills in reading/listening, translation and grammar.</p>   | <p>-Be able to recognise and use the three plural subject pronouns and verb endings with more accuracy</p> <p>-Being able to communicate about the environment ,</p> |



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|                   |  |   |   |  |   | comparing past and present. |
| <b>Assessment</b> | Vocabulary testing<br>Translation<br>Listening<br>Speaking (Role-play) | Vocabulary testing<br>Phonics, Listening,<br>Reading, Writing,<br>Grammar | Vocabulary testing<br>Speaking (Photo-card)<br>Listening<br>Translation | Vocabulary testing<br>Reading<br>Grammar<br>Extended writing | Vocabulary testing<br>Listening<br>Translation<br>Speaking (General conversation) | End of year exam            |